

Year 1 and 2 - Dance Statutory Requirements

St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore basic movement patterns and be encouraged to respond imaginatively to a range of stimuli relating to modern dance or Rock n Roll. As dancers, all pupils will have the opportunity to describe and interpret their own and others dances taking into account the stimuli, theme or style.

National Curriculum Aims

Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on basic modern dance and rock n roll dance.
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance. •
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

Statutory Programmes of Study

KS1 children should be taught:						
Movement vocabulary:	Creating:	Performing:	Watching:			
-Can follow a warm up and cool down with music.	-Uses the stimulus provided to create different	-Performs routine in pairs to the rest of the class.	-Recognise and c			
-Participates in movement from different genres. E.g.	positions.	-Shows a development in confidence when performing	the dance			
Modern dance and Rock n Roll.	-Can work imaginatively on their own or with a	their final piece.	-Identify some m			
-Demonstrates a small phrase of movements on their own	partner to choreograph simple dances.	-Aware of where the audience is and where they need to	work.			
and with a partner.	-Be able to create short movement phrases in	project their routine to.	-Express what ot			
-Explore types of balances and turns and engages in	response to a stimuli relating to contemporary or		improve.			
different ways of travelling.	Greek dancing.					

Aspect		Essential Skills		
	Year 1		Year	
Action	Perform basic body actions along with the music e.g jump, stretch, balance, turn, travel.		Use different parts of the body in isolation	n and combination
Space	Can move in different directions. E.g. forwards, backwards, side to side.	Can move in different directions with con	trol, including mov	
Dynamics	Begin to show some expression in relation to the theme and music.		Show some sense of dynamic and express	sive qualities in the
Relationships	Can work individually or with a partner to explore the space and different dance movements.		Attempt to work as part of a group to per	form a dance.
Choreography	Use different parts of the body and combine arm and leg actions, some that involve travelling.		Explore basic choreography including leve	els, speed changes
Performance	Remember and repeat simple movement patterns.		Perform Rock n Roll routine with some co	ntrol, balance and
Stimuli	Recognises that dances can have themes and stories.	Select movements that show a clear unde	erstanding of the th	
Music	Music Can dance in time to the music most of the time and can recognise changes in tempo.		To demonstrate rock n roll movements in	time with the mus
Genre	With help, compose a basic movement phrase.		Describe key characteristics of the rock n	roll style and be at
Express views	Offer opinions on others dances and can recognises changes in the body when doing exercise.		Can contribute ideas to other group perfo	ormances as well as

comment on dances with some relation to the theme of

movements and pathways on their own and others

other groups have done well and offer ways they could

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on.

noving diagonal.

heir own dance as well as the main motifs.

es and canon.

nd co-ordination.

theme idea/style of the dance.

nusic attempting to use counts.

able to demonstrate them.

as their own.



Year 3 and 4 - Dance Statutory Requirements

St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore movement patterns and be encouraged to respond creatively to a range of stimuli relating to either traditional dance (in relation to theme topic) and contemporary dance. As dancers, all pupils will have the opportunity to describe and interpret their own and others dances taking into account the stimuli, theme or style.

National Curriculum Aims

Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on traditional dancing (to relate to theme topic) and contemporary dance.
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance.
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

Statutory Programmes of Study

KS2 children should be taught to: Movement vocabulary: Creating: Performing: Watching: -Identify the importance of warming up/cooling down and can demonstrate this effectively. -Performs movements from different genres -Uses space, action and relationships to stimuli/genre. -Can describe different genres of dance with a specific focus on contemporary dance and improve their dance. of dance. the Greek dancing (Greek dancing can link to the Y3 themed topic 'Gods and Mortals'). -Can work creatively and imaginatively on -Shows a development in confidence and -Demonstrates a variety of movements as a solo, in a duet and in small groups. Identifying their own, with a partner or in a group to dynamics when performing their final piece. canon, mirroring and formations. choreograph simple dances. -Uses expression when performing. -Explore types of jumps, balances and turns and engages in different ways of travelling. -Aware of where the audience is and where -Be able to create short movement phrases in response to a stimuli relating they need to project their routine to. to contemporary or Greek dancing.

Aspect ActionYear Group Essential SkillsActionDemonstrate types of jumps, gestures, travelling and turns.Demonstrate types of jumps, gestures, travelling and turns usinSpaceExplores changes in levels and formations throughout the space.Explores travelling in different pathways and step patterns, canDynamicsAttempts to perform with changes in dynamics in response to the dance theme/idea.Can confidently perform dynamic changes in performance and Share and create short dance phrases with a partner and in small groups.ChoreographyCreates 3 dance phrases that communicate the theme/idea.Refine, repeat and remember short dance phrases relating to the PerformancePerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidence use pictures, emotions and the music, uses the changeMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the change use pictures of Bollywood dance and how it differs to other genres.Can use counts to keep in time with the music, uses the change use pictures of contemporary dance and how it differs to other genres.Bescribe using appropriate language features of dances performed by others.Describes their interpretation of other pupils dances and be able					
ActionDemonstrate types of jumps, gestures, travelling and turns.Demonstrate types of jumps, gestures, travelling and turns usinSpaceExplores changes in levels and formations throughout the space.Explores travelling in different pathways and step patterns, canDynamicsAttempts to perform with changes in dynamics in response to the dance theme/idea.Can confidently perform dynamic changes in performance andRelationshipsShare and create short dance phrases with a partner and in small groups.Shows awareness of being in time with partner or small group.ChoreographyCreates 3 dance phrases that communicate the theme/idea.Perform with increasing musicality with control and confidencePerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidenceMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and dem	Aspect	Year	Group Es	sential Skills	
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DynamicsAttempts to perform with changes in dynamics in response to the dance theme/idea.Can confidently perform dynamic changes in performance and RelationshipsRelationshipsShare and create short dance phrases with a partner and in small groups.Shows awareness of being in time with partner or small group.ChoreographyCreates 3 dance phrases that communicate the theme/idea.Refine, repeat and remember short dance phrases relating to the PerformancePerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidence Uses pictures, emotions and the music as stimuli to express the Can use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the change Identify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and dem	Action	Demonstrate types of jumps, gestures, travelling and turns.	Dem	onstrate types of jumps, gestures, travelling and t	urns usin
RelationshipsShare and create short dance phrases with a partner and in small groups.Shows awareness of being in time with partner or small group.ChoreographyCreates 3 dance phrases that communicate the theme/idea.Refine, repeat and remember short dance phrases relating to the performancePerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidenceStimuliInterpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and flair.Uses pictures, emotions and the music as stimuli to express the changeMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and demorary dance	Space	Explores changes in levels and formations throughout the space.	Explo	ores travelling in different pathways and step patt	erns, can
ChoreographyCreates 3 dance phrases that communicate the theme/idea.Refine, repeat and remember short dance phrases relating to the performancePerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidenceStimuliInterpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and flair.Uses pictures, emotions and the music as stimuli to express the danceMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and deminication	Dynamics	Attempts to perform with changes in dynamics in response to the dance theme/idea.	Can	confidently perform dynamic changes in perform	ance and
PerformancePerforms movements with increased control, expressing moods and feelings.Perform with increasing musicality with control and confidenceStimuliInterpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and flair.Verform with increasing musicality with control and confidenceMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and dem	Relationships	Share and create short dance phrases with a partner and in small groups.	Show	vs awareness of being in time with partner or sma	ill group.
StimuliInterpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and flair.Uses pictures, emotions and the music as stimuli to express theMusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and demonstration	Choreography	Creates 3 dance phrases that communicate the theme/idea.	Refin	ne, repeat and remember short dance phrases rela	ating to th
MusicCan sometimes use counts to keep in time with a group and the music.Can use counts to keep in time with the music, uses the changeGenreIdentify the characteristics of Bollywood dance and how it differs to other genres.Identify the key characteristics of contemporary dance and dem	Performance	Performs movements with increased control, expressing moods and feelings.	Perfo	orm with increasing musicality with control and co	onfidence
Genre Identify the characteristics of Bollywood dance and how it differs to other genres. Identify the key characteristics of contemporary dance and demonstration of the second dance data data data data data data data dat	Stimuli	Interpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and f	flair. Uses	pictures, emotions and the music as stimuli to ex	press the
	MusicCan sometimes use counts to keep in time with a group and the music.		Can	use counts to keep in time with the music, uses th	e change
Express viewsDescribe using appropriate language features of dances performed by others.Describes their interpretation of other pupils dances and be able	Genre	Identify the characteristics of Bollywood dance and how it differs to other genres.	Ident	tify the key characteristics of contemporary dance	and dem
	Express views	Describe using appropriate language features of dances performed by others.	Desc	ribes their interpretation of other pupils dances a	nd be abl

-Recognise and comment on dances with some relation to the stimuli/genre.

-Identify some choreographic terms e.g. mirroring, canon, changes in formations.

-Able to offer feedback on their own work and others work.

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ng different arm positions with co-ordination.

n confidently change level and formation.

d explain the reasons why.

the theme/genre.

e contemporary style.

es in tempo to improve their dance performance skills.

monstrate them throughout the lesson.

ble to express what they enjoyed.



Year 5 and 6 - Dance Statutory Requirements

St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore a series of movement and be encouraged to respond imaginatively to a range of stimuli relating to either Bollywood or the Lindyhop. As dancers, all pupils will have the opportunity to describe, interpret and evaluate their own and others dances taking into account the stimuli, theme or style.

National Curriculum Aims

Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on Bollywood and the Lindyhop (Lindyhop to link with Y6 learning of WW1/2).
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance. •
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

Statutory Programmes of Study

children should be taught:							
Movement vocabulary:	Creating:	Performing:	Watchi				
-Can organise their own warm up and cool down activities, showing an in-depth	-Can adapt and refine action, space,	-Can perform different genres of dance	-Recogr				
understanding of the importance of warm up/cool down and how to do it safely.	dynamics and relationships to improve their	clearly and fluently.	underst				
-Can show different genres of dance clearly and fluently with a specific focus on Bollywood	dance.	-Shows a development in confidence and	-Describ				
dance and the Lindyhop (Lindyhop to link with Y6 learning of WW1/2).	-Can work creatively and imaginatively on	control when performing their final piece.	underst				
-Be able to show a variety of movements in canon, unison and retrograde with a partner or	their own, with a partner or in a group to	-Can lead a partner/small group through a	-Able to				
a small group.	choreograph motifs and structure simple	short warm-up routine.	using ar				
-Explore types of jumps, gestures, technique, travelling, balances and turns.	dances.						
	-Be able to choregraph in response to a						
	stimuli relating to Bollywood Dance or the						
	Lindyhop.						

Aspect	Year Group Essential Skills					
	Year 5	Year				
Action	Demonstrate types of jumps, gestures, travelling (different pathways) and turns using different levels.	Demonstrate types of jumps, gestures, balances, travelling control.				
Space	Create and use compositional ideas such as pathways, formations and step patterns relating to Bollywood dance.	With a partner can demonstrate under/over and mirroring				
Dynamics	Identify the key dynamics of Bollywood dance and be able to demonstrate them during the performance.	Describe the key dynamics of the Lindyhop and be able to s				
Relationships	Working creatively in pairs or groups to create simple dances relating to the stimuli.	Shows confidence when working in pairs/groups during lift				
Choreography	Refine and improve dances adapting them to include use of space, rhythm and expression.	Refine and improve on dances and be able to identify their stimuli.				
Performance	Perform the routine with confidence and the correct style.	Perform the routine with confidence, control and demonst				
Stimuli	Uses stimuli including the Greek alphabet, Greek Gods and the Olympics to create dance phrases.	Interpret different stimuli within the topic with imagination was formed during WW1/Ww2.				
Music	Perform with musicality, using the upbeat tempo of the music to enhance dynamics and performance.	Recognises the tempo changes in the music and uses this to performance.				
Genre	Identify the key characteristics of Greek movement and demonstrate them in a performance.	Describe the characteristics of the Lindyhop and explain the				
Express views	Recognise and comment on dances suggesting ways to improve (their own and others).	Describe, analyse, interpret and evaluate dances, show				

ching:

ognise and comment on dances, showing an

rstanding of the style/stimuli.

cribe, analyse, interpret and evaluate dances, showing an rstanding of choreographic terms.

to offer feedback on their own work and others work an appropriate criteria.

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ng and turns using different levels with fluidity and

g to reflect the Lindyhop style.

o show them during the performance.

fts, jumps and contact work.

eir motifs and motif development in relation to the

strating the characteristics of the Lindyhop style. on and flair and be able to link ideas to why the Lindyhop

to show musicality and formation changes during their

the craze during the 1940's.

owing an understanding of choreographic terms.



Year 1-6 Dance Statutory Requirements

St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore a series of movement and be encouraged to respond imaginatively to a range of stimuli. As dancers, all pupils will have the opportunity to express their views on their own and others dances taking into account the stimuli, theme or style.

Statutory Programmes of Study

KS1 children	KS1 children should be taught about:							
-Participates in movement from different genres. E.gCan work imaginativelyModern dance and Rock n Roll dance.choreograph simple dan-Demonstrates a small variety of movements on their own-Be able to create short		d to create different positions. their own or with a partner to s. ovement phrases in response to	 Shows a development in confidence when performing their final piece. Aware of where the audience is and where they need 		ssRe forming the -Id ey need wo -Ex	-Identify some movements and pathways in their own and othe		
	should be taught about:							
Movement vocabulary: -Can organise their own warm up and cool down activities, showing an in-depth understanding of the importance of warm up/cool down and how to do it safely. -Can show different genres of dance clearly and fluently with a specific focus on Bollywood, Lindyhop, Greek and contemporary. -Be able to show a variety of movements in canon, unison and retrograde with a partner or a small group. -Explore types of jumps, gestures, technique, travelling, balances and turns.		reating: Can adapt and refine action, space, ynamics and relationships to impro ance. Can work creatively and imaginative heir own, with a partner or in a grou horeograph motifs and structure sin ances. Be able to choregraph in response t cimuli relating to their year groups s enre.	ely on up to mple to a	 Shows a development in confidence and control when performing their final piece. Can lead a partner/small group through a short warm-up routine. -Can lead a partner/small group through a short warm-up routine. -Describe, analyse, interpret and evaluate dance understanding of choreographic terms. -Able to offer feedback on their own work and ousing an appropriate criteria. 		yle/stimuli. rpret and evaluate dances, showing an ographic terms. on their own work and others work		
Aspect				Group E	Essential Skills		'	
	Year 1	Year 2	Year 3		Year 4		Year 5	Year 6
Action	Perform basic body actions along with the music e.g jump, stretch, balance, turn, travel.	Use different parts of the body in isolation and combination.	Demonstrate types of jumps, gestures, travelling and turns.		Demonstrate types of jumps, gestures, travelling and turns using different arm positions with co- ordination.		e types of jumps, velling and turns using els.	Demonstrate types of jumps, gestures, balances, travelling and turns using different levels with fluidity and control.
Space	Can move in different directions. E.g. forwards, backwards, side to side.	Can move in different directions wit control, including moving diagonal.	h Explores changes in levels and formations throughout the span	ce.	Explores travelling in different pathways and step patterns, can confidently change level and formation.	such as path	Create and use compositional ideasWith a partner can demonstratesuch as pathways, formations andunder/over and mirroring to reflstep patterns relating to Bollywoodthe Lindyhop style.	
Dynamics	Begin to show some expression in relation to the theme and music.	Show some sense of dynamic and expressive qualities in their own dance as well as the main motifs.	Attempts to perform with chan dynamics in response to the da theme/idea.	ince	Can confidently perform dynamic changes in performance and explain the reasons why.	Bollywood d	dentify the key dynamics of collywood dance and be able to emonstrate them during the erformance.Describe the key dynamics of the Lindyhop and be able to show the during the performance.	
Relationships	Can work individually or with a partner to explore the space and different dance movements.	Attempt to work as part of a group to perform a dance.	Share and create short dance phrases with a partner and in s groups.	mall	Shows awareness of being in time with partner or small group.	to create sin the stimuli.	Working creatively in pairs or groups to create simple dances relating to the stimuli.Shows confidence when pairs/groups during lift contact work.	
Choreography	Use different parts of the body and combine arm and leg actions, some that involve travelling.	Explore basic choreography includin levels, speed changes and canon.	g Creates 3 dance phrases that communicate the theme/idea.		Refine, repeat and remember short dance phrases relating to the theme/genre.	them to include use of space, rhythm be able to identify their m		Refine and improve on dances and be able to identify their motifs and motif development in relation to the stimuli.

most of the time and can	To demonstrate rock n roll movements in time with the music	Can sometimes use counts to keep in time with a group and the music.	Can use counts to keep in time with the music, uses the changes in	Perform with musicali upbeat tempo of the				
recognise changes in tempo.	attempting to use counts.		tempo to improve their dance performance skills.	enhance dynamics an				
With help, compose a basic movement phrase.	Describe key characteristics of the Rock n Roll style and be able to demonstrate them.	Identify the key characteristics of Greek movement and demonstrate them in a performance.	Identify the key characteristics of contemporary dance and demonstrate them throughout the lesson.	Identify the character Bollywood dance and to other genres.				
Offer opinions on others dances and can recognises changes in the body when doing exercise.	Can contribute ideas to other group performances as well as their own.	Describe using appropriate language features of dances performed by others.	Describes their interpretation of other pupils dances and be able to express what they enjoyed.	Recognise and commo suggesting ways to im own and others).				
St Christopher Dance Curriculum								
Year 1	Year 2	Year 3	Year 4	Year				
Basic modern dance	Rock n Roll (Disco)	Greek (Hercules)	Contemporary dance	Bollywo				
	With help, compose a basic movement phrase. Offer opinions on others dances and can recognises changes in the body when doing exercise. Year 1	With help, compose a basic movement phrase.Describe key characteristics of the Rock n Roll style and be able to demonstrate them.Offer opinions on others dances and can recognises changes in the body when doing exercise.Can contribute ideas to other group performances as well as their own.Year 1Year 2Year 2Year 2	Image: Constraint of the service of the sock in Roll style and be able to demonstrate them.Identify the key characteristics of Greek movement and demonstrate them in a performance.Offer opinions on others dances and can recognises changes in the body when doing exercise.Can contribute ideas to other group performances as well as their own.Describe using appropriate language features of dances performed by others.Constraint of the service of the ser	Image: constraint of the set				

e with confidence le.	Perform the routine with confidence, control and demonstrating the characteristics of the Lindyhop style.
stimuli within the ion and flair.	Interpret different stimuli within the topic with imagination and flair and be able to link ideas to why the Lindyhop was formed during WW1/Ww2.
cality, using the ne music to and performance.	Recognises the tempo changes in the music and uses this to show musicality and formation changes during their performance.
teristics of nd how it differs	Describe the characteristics of the Lindyhop and explain the craze during the 1940's.
ment on dances improve (their	Describe, analyse, interpret and evaluate dances, showing an understanding of choreographic terms.
ır 5	Year 6
vood	Lindyhop